

Year 6 Curriculum Overview



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Famous Five	<u>A Memorable Experience</u> A visit to the MERL museum (evacuee experience)		<u>A Memorable Experience</u> A visit to the Cole museum		<u>A Memorable Experience</u> Camping at Rushall Farm	
	<u>An Innovative Challenge</u> Create a fairground attraction		<u>An Innovative Challenge</u> Choose a species and find out how it has evolved over time		<u>An Innovative Challenge</u> Put on an end of year production including all music acting and props	
	<u>A Book to Read</u> Letters from the Lighthouse By Emma Carroll		<u>A Book to Read</u> Resist By Tom Palmer		<u>A Book to Read</u> The Silk Roads By Peter Frankopan	
	<u>Something to Investigate</u> How did people live off rations?		<u>Something to Investigate</u> How do rainforests support life?		<u>Something to Investigate</u> How do we see things?	
	<u>Parental Involvement</u> Parents invited to Harvest Festival		<u>Parental Involvement</u> World Book Week drop ins		<u>Parental Involvement</u> Sports day and Year 6 production	
Maths is taught using White Rose as a basis for lessons. Where possible children learn using concrete resources and practical situations. In Year 6 preparation for SATs tests underpins all teaching.						
Maths	Number and place value within 1,000,000, Addition , subtraction. multiplication and division. Shape	Fractions and measurement (converting units) Shape	Ratio, decimals, algebra Shape	Fractions, decimals and percentages Area, perimeter and volume Shape	Statistics and review	Consolidation and project work.
Reading	Reading is taught using high quality texts which aim to expose the children to a variety of genres and authors. Lessons involve reading and discussion with a strong focus on oracy. Children learn about: retrieval, skimming and scanning, understanding vocabulary and style and inference. Each week children will answer comprehension questions in a written form.					
	<u>Novels</u> Anglo Saxon Boy by Tony Bradman- 240 pages		<u>Novels</u> Resist by Tom Palmer Holes		<u>Novels</u> The Unforgotten Coat by Frank Cottrell Boyce A Beautiful lie	

	Letters from the Lighthouse by Emma Carroll- 288 pages <u>Extracts to teach reading-</u> Room 13 By Robert Swindells Jabberwocky By Lewis Carroll Treasure Island By Robert Louis Stevenson A Little History of the World By Ernst Gombrich A Christmas Carol by Charles Dickens	by Louis Sachar <u>Extracts to teach reading-</u> Carl Linneus biography Mary Anning By Bill Bryson Moth By Isabel Thoms Russian population and sparsity The Origin of Species By Sabina Radeva	By Irfan Master <u>Extracts to teach reading-</u> The Boy in the Tower By Polly Ho Yen The Water Tower By Gary Crew Prisoners of Geography By Tim Marshall The Silk Roads By Peter Frankopan			
Writing	Writing is taught using high-quality texts as the ‘root’. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for writing in different ways. The unit will culminate in a longer, independent piece of writing.					
	Anglo Saxon Boy By Tony Bradman	The Arrival By Shaun Tan	Resist By Tom Palmer	Grimm Tales for Young and Old Phillip Pullman	The Water Tower By Gary Crew	Rain Player By David Wisniewski
	The Promise By Nicola Davies	Anne Frank By Josephine Poole	The Three Little Pigs Project By The Guardian		The Unforgotten Coat By Frank Cottrell Boyce	A Beautiful Lie By Irfan Master
Science	Science is taught using the Plymouth Science Scheme. Children cover all aspects of science and learn about the processes of investigation as well as learning how science, both in the past and in the future are vital for the survival of our planet.					
	<u>Electricity</u> <ul style="list-style-type: none"> Why are their variations in the way components function? Which recognised 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> What are the main parts of the human circulatory system? 	<u>Living things and their habitats</u> <ul style="list-style-type: none"> How can we classify living things into broad groups according to common observable characteristics 	<u>Evolution and Inheritance</u> <ul style="list-style-type: none"> How do fossils provide information about living things that inhabited the Earth millions of years ago? 	<u>Light</u> <ul style="list-style-type: none"> How can we show that light appears to travel in straight lines? How does the idea that light travels in straight lines explain that objects are seen because they give out or reflect light into the eye? How can we show that we see things because light travels from light sources to our eyes or 	

	<p>symbols are used when representing an electrical circuit?</p> <ul style="list-style-type: none"> • How does the volume of a buzzer change with the number and voltage of cells used in the circuit? • What components would I need when designing and constructing a simple electric circuit for a purpose? 	<ul style="list-style-type: none"> • What are the functions of the heart, blood vessels and blood? • How are nutrients and water transported within animals including humans? • What is the impact of diet, exercise, drugs and lifestyle on the way our bodies function? 	<p>based on similarities and differences including micro-organisms, plants and animals?</p> <ul style="list-style-type: none"> • Why is it possible to classify plants and animals based on specific characteristics 	<ul style="list-style-type: none"> • Why do living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? • Why is it important that animals and plants adapt to suit their environment in different ways? • How might adaptation lead to evolution? 	<p>from light sources to objects and then to our eyes?</p> <ul style="list-style-type: none"> • Why do shadows have the same shape as the objects that cast them?
<p>History</p>	<ul style="list-style-type: none"> • <u>To what extent did battles define the Viking period?</u> • What made Saxon England an attractive target for the Vikings? • Which dates define the Anglo Saxon 	<p><u>What was the turning point in WW2?</u></p> <ul style="list-style-type: none"> • What caused the outbreak of war? • How was Britain affected by the blitz? • What was it like to be evacuated? 	<p>No history this term</p>		<ul style="list-style-type: none"> • <u>What would it have been like to live in Baghdad 1000 years ago?</u> • Where does the early Islamic period fit within chronology? • How does this civilisation fit into our existing knowledge? • What was Bagdad like as a city? • How did the Silk Road impact Bagdad? • Why was Bagdad significant? • What does evidence tell us about life in Bagdad?

	<p>and Viking period?</p> <ul style="list-style-type: none"> • How did the Saxons view the Vikings and how are they viewed today? • Why was 878 such an important year? • Was Alfred really great? • What were the consequences of Edward the Confessors death? • What were the key events leading up to the Battle of Hastings? • Why do we remember the Battle of Hastings? 	<ul style="list-style-type: none"> • What were the events leading up to the Battle of Britain? • How was Britain able to defeat the Luftwaffe in 1940? • What were the lasting effects of World War Two on society? 		
Geog	No geography this term	<p><u>What makes South America unique?</u></p> <ul style="list-style-type: none"> • Where is the Amazon? • What makes a rainforest? 	<p><u>How does physical geography affect population?</u></p> <ul style="list-style-type: none"> • How is population 	<p><u>Is there enough for everyone?</u></p> <ul style="list-style-type: none"> • What are the UK and the world's natural resources? • How are natural resources used to produce energy?

		<ul style="list-style-type: none"> • Why does the Amazon matter? • Why does the Amazon need to be protected? • What can be done about deforestation? • What is it like in a rainforest city? • What are the similarities and differences between cities in the UK and Brazil? 	<p>distributed in the UK?</p> <ul style="list-style-type: none"> • How do physical features affect human population? • How does population distribution vary with Brazil? • What is population like in major cities: Hong Kong, London and Lagos? • How do countries manage their energy needs? • What will the UK be like in 50 years from now? 	<ul style="list-style-type: none"> • Where are natural resources being exploited? • How are natural resources traded? • What are the UK's main exports and imports? • Is our future sustainable?
Art	<p><u>Life drawing, anatomy, humans, the body</u></p> <ul style="list-style-type: none"> • How can artists can make 'visual impressions' to capture form? • What impact did the work and life of Leonardo da Vinci have? • How can we use the work of Sarah Simblet to inspire our anatomical drawing? • What kind of work can we produce using different materials in art? 	<p><u>Activism</u></p> <ul style="list-style-type: none"> • What do you care about? What is your message to the world? • How do designers use posters as a way to address injustice in the world? • How could I use collage to create a background for a poster inspired by Shepard Fairey? • What design would I choose to portray my message? 	<p><u>Cities and towns, local habitats, environmental responsibility</u></p> <ul style="list-style-type: none"> • How does working outside inspire their work on landscapes? • How can I gather drawings/paintings in my sketchbook that capture the spirit and energy of my environment? • What kinds of different media can I use to create a preparatory sketch of a mixed media landscape? • Can I use all my skills to produce a final piece? 	

		<ul style="list-style-type: none"> How could I use screen printing to put my design onto the collage background? 		
DT	<p>DT is taught using our own projects designed to link with one of the other curriculum subjects. Using creativity and imagination, children will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. A design process will be followed for each project starting with the design brief through to research, initial designs, final design, making and evaluation.</p>			
	<p><u>Food</u> Design a healthy meal for a family for £2 per person</p>	<p><u>Structures and Mechanisms</u> Design a fairground ride for a Brazilian carnival</p>	<p><u>Textiles</u> Design a useful item to be made from something old</p>	
Music	<p><u>Advanced Rhythms</u></p> <ul style="list-style-type: none"> How did Steve Reich compose music for pieces of wood? 	<p><u>Baroque</u></p> <ul style="list-style-type: none"> What do canon, ground bass and fugue have in common? 	<p><u>Year 6 musical Production</u></p> <ul style="list-style-type: none"> How do we combine our musical, singing and acting skill to produce a polished performance? 	
PE 1	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> How can sequences of movement be developed using skills already learnt? How can I develop trust when working with a partner or in a group? What can I do to provide constructive feedback to others? What will make a good performance? 	<p><u>Yoga</u></p> <ul style="list-style-type: none"> Which yoga techniques help me to connect my mind to my body? Which yoga poses and techniques will help me to connect my mind and body. How can I build strength, flexibility and balance. How does breathing and meditation help with yoga? 	<p><u>Dance</u></p> <ul style="list-style-type: none"> How would I choreograph a dance using a theme as a stimulus? How can I use movement to convey ideas, emotions and characters? How could formations, timing and dynamics improve my performance? How can feedback help mine and others to improve? What movements would be useful in a warm- up for dance? 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> What are the different components of fitness? How can I improve speed, stamina, strength, co-ordination, balance and agility. What can I do to improve my personal fitness? What strategies could I use to persevere

					when I get tired or when a challenge is hard?
PE 2	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • How can I use skills, strategies and tactics to outwit the opposition? • What is the main objective in a game of tag rugby? • What is the best strategy for maintaining possession? 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> • How would I outwit an opponent? • How can I regulate the speed and accuracy of my hitting? 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Which style of running is most effective for each event? • How can I improve my throwing technique? • How can my knowledge of fitness help to improve my speed and accuracy in athletics? 	<p><u>Netball</u></p> <ul style="list-style-type: none"> • How can I use skills, strategies and tactics to outwit the opposition? • What is the main objective in a game of netball? • What is the best strategy for maintaining possession? • What are the rules when in possession of the ball • Which different passes are most effective in a particular situation? 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> • What are the main principles of striking and fielding. • What do the roles of bowler, wicket keeper, fielder and batter involve? • What skills, strategies and tactics are best used to outwit the opposition? • How do we score in a game of cricket? • How can we get a batter out?
RE	<p><u>Christianity</u></p>	<p><u>Islam</u></p> <ul style="list-style-type: none"> • What do Muslims learn about God and human life from their sacred texts and traditions? 	<p><u>Non-religious world views</u></p> <ul style="list-style-type: none"> • What shapes a person's world view? 		

	<ul style="list-style-type: none"> • What do different Christians believe about life after death and how do they show these beliefs? • How and why do Christians show their commitment to God? • How do Christian beliefs influence the way people respond to local and global issues? 	<ul style="list-style-type: none"> • What might it mean to be a Muslim in different parts of the world? • What influences the way Muslims respond to local and global issues of social justice? 	<ul style="list-style-type: none"> • How well does faith help with matters of life and death? • What influences a non-religious and /or Humanist response to local and global issues of social justice? 			
Life Skills	<p><u>Thinking of others</u></p> <ul style="list-style-type: none"> • What is mental health? • How can we effectively deal with emotions, moods and feelings? • How can we help and understand when people are experiencing poor mental health? • What kinds of behaviours may indicate that someone is feeling anxious? • What can we do if we are 	<p><u>Keeping fit, safe and healthy</u></p> <ul style="list-style-type: none"> • What is emotional wellbeing? • How do we keep physically and emotionally safe? • Why is e-safety so important within our current society? 	<p><u>Respect and tolerance</u></p> <ul style="list-style-type: none"> • What is prejudice and discrimination? • What are the nine 'Protected Characteristics' and what do they mean within our society and within the law? • What is discriminatory language? • Why is equality and equity important within human society? 	<p><u>Morals, choices, rights and democracy</u></p> <ul style="list-style-type: none"> • How is our government and parliament constructed? • What is the role of the courts and judges? • What does it mean to be part of a community both local and in a wider context? 	<p><u>Living and growing</u></p> <ul style="list-style-type: none"> • How does puberty affect our emotions and behaviour as well changes in bodies? • What is menstruation and how do we deal with it practically? (Recap) • What is a relationship and what is appropriate and safe? • What are the details of the human lifecycle particularly around conception and birth? 	<p><u>Moving on</u></p> <ul style="list-style-type: none"> • What skills and qualifications are needed to pursue a particular career? • What do we need to do to fulfil our dreams and aspirations? • How can we be ready for the next phase of our lives?

	feeling worried or anxious?					
Computing	<p>Computing is taught in our IT suite using Purple Mash. Children continue to learn to navigate devices with increasing confidence using the keyboard and mouse and using the internet. Every lesson has an emphasis on ensuring that they are keeping themselves safe on-line both at home and at school.</p>					
	<p><u>Keeping safe online</u></p> <ul style="list-style-type: none"> • What is online bullying 	<p><u>Typing effectively and accurately</u></p>	<p><u>Keeping safe online</u></p> <ul style="list-style-type: none"> • Why might the misuse of social media cause problems with mental health? 	<p><u>Word processing</u></p> <ul style="list-style-type: none"> • How do we use MS word and PowerPoint for word processing? 	<p><u>Keeping safe online</u></p> <ul style="list-style-type: none"> • How can we safely manage online information? 	<p><u>Spreadsheets</u></p> <ul style="list-style-type: none"> • How can we process data using MS Excel?
French	<p>French is taught throughout KS2 as our Modern Foreign Language. The Language Angels Scheme is used which allows children to experience a wide range of vocabulary through everyday situations. Role play, repetition and recap ensure that they build a rich bank of vocabulary which they can use in conversations with their peers. French is practised as often as possible in the classroom, outside French lessons, and enrichment days allow children to immerse themselves into French culture.</p>					